DOCUMENT RESUME

ED 111 249 HE 006 615

AUTHOR Marron, Joseph E.
TITLE The Background and Interests of the Typical Cadet. A Summary of Responses to the Environment and Interest Inventory, Class of 1968.
INSTITUTION Military Academy, West Point, N.Y. Office of Institutional Research.
REPORT NO IA3.03-67-002
PUB DATE Sep 68
NOTE 27p.

EDRS PRICE MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS Academic Achievement; Academic Aptitude; *Environmental Influences; Family Income; Higher Education; *Leadership Qualities; *Military Schools; Student Interests; *Vocational Aptitude
IDENTIFIERS Environment and Interest Inventory; *United States Military Academy

ABSTRACT

By using environmental data, possibly as predictors in their own right, but most probably as moderator variables, it was intended to evaluate available and currently used predictors of leadership potential and academic success. The Environment and Interest Inventory was administered to nearly every candidate for admission to the academy. Over 2,000 completed inventories were accumulated, from which 791 of those who actually entered in July 1964 were obtained. The results of the inventory were to be used for the identification of those environment and interest characteristics which were significantly related to any of three criteria: academic standing, aptitude for the service standing, and resignation versus active status. It is found that the typical entrant to the Class of 1968 comes from a family of comfortable means, not wealthy but economically secure. With respect to specific, available artifacts, such as books, cars, etc., there seems to be a high correlation between the availability of such items and the frequency with which they are used. The relationship between availability and utilization is less obvious regarding general facilities and opportunities, such as libraries or community teams. Questions are unresolved regarding "from whom one seeks help with various kinds of problems," since a majority responded "does not apply." (Author/LBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED011249

THE BACKGROUND AND INTERESTS OF THE TYPICAL CADET--A SUMMARY OF RESPONSES TO THE ENVIRONMENT AND INTEREST INVENTORY, CLASS OF 1968

Research Conducted by Joseph E. Marron, PhD
North Shore Community College
Beverly, Massachusetts

IA3.03-67-002

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
U. S. Military Academy
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

HE 006 615

September, 1968

Office of Research
United States Military Academy
West Point, New York

Published February 1971

Distribution or reproduction of this report in whole (or in part) must have the prior approval of the Superintendent, United States Military Academy, West Point, New York 10996.

Preface

This is a contracted study. By using environmental data, possibly as predictors in their own right, but most probably as moderator variables, it was intended to evaluate available and currently used predictors of leadership potential and academic success. These indices of leadership potential include the Physical Aptitude Examination (PAE), Athletic and Non-Athletic Activities Scores, and various items of the class characteristics inventory type data that have shown a relationship with Aptitude for the Service Ratings (ASR) and resignation. Preliminary administrations of the inventories to the Classes of 1966 and 1967 indicated that the inventories were promising and extensive revisions were carried out. The revised experimental form was administered to the Class of 1968 and was cross-validated on the Class of 1969. This report (Part I of III) presents a description of the environmental background of the cadet (Class of 1968).

INTRODUCTION

In the spring of 1964, the Environment and Interest Inventory was administered to nearly every candidate for admission to U.S.M.A. Over 2000 completed inventories were accumulated, from which 791 of those who actually entered the academy in July 1964 were obtained. The project was the last stage of three years spent developing an inventory which would provide information not only about what applicants did during their years in secondary school, but also about the availability of opportunity to the applicants.

The results of the administration of the inventory to the class of 1968 were to be used for the identification of those environment and interest characteristics which were significantly related to any of three criteria; academic standing, aptitude for the service standing, and resignation vs. active status. A subsequent administration to the class of 1969 was used for validating the items selected from the results of the administration to the class of 1968. The analyses of the results of the two administrations appear in Parts II and III. Part I is a summary of the results of the administration of the inventory to the 791 applicants who entered the academy and, as such, provides a panoramic view of the background of the typical entering class.[1] (Thirty-one of these cadets were not included in the analysis shown in Section II as they were separated from USMA rather

---

[1] It should be noted that the information on pre-USMA activities of cadets that is obtained via the Class Characteristics Inventory was not duplicated in the Environment and Interest Inventory and is not summarized in this report. However, this information was included in the analysis of the data which will be detailed in two subsequent reports.

than leaving by resignation during the first semester here.)

The background of the applicant is divided into four general areas:

a. The Physical Environment: This area describes the physical location of the applicant's home and the community and home facilities.

b. The Social Environment: This area is concerned with the social opportunities of the applicant apart from those available to him through his family and his secondary school.

c. The Academic Environment. This area includes a detailed description of the school facilities, opportunities to engage in school activities, and the composition of the faculty and a typical class.

d. Family Environment: This area is devoted to a description of the family structure and interests of other members of the family.

Obviously, the areas overlap or are, at best, artificial distinctions. Nevertheless, they facilitate discussion of the results of the survey.

THE PHYSICAL ENVIRONMENT

a. The Community

Eighty-eight percent (88%) of the entering cadets lived in one-family houses prior to their arrival at West Point. Of these, 46% were located on less than one-third of an acre, 39% on from one-third to one acre, 9% on from one to five acres and 6% on more than five acres. The houses for the most part were located in fairly stable neighborhoods, 34% reporting that no new construction had been started within one-quarter of a mile over the past four years, with an additional 34% reporting that less than five homes or apartments had been constructed in the past four years.

Forty-four percent (44%) of the cadets lived in communities of less than 15,000. Twenty-one percent (21%) lived in communities of more than

15,000 but less than 50,000; 24% in communities of 50,000 to 500,000; and 11% in communities in excess of 500,000. Of the 44% who lived in communities of less than 15,000, 37% were within 10 miles of a larger city, 33% from 10 to 35 miles, 27% from 25 to 100 miles and 3% more than 100 miles from a larger community.

With respect to the size of the community in which the cadets' homes were currently located, the larger the community the less they preferred to live in even larger communities. Thus of those who lived in a community of less than 1000, 37% would have preferred to live in a larger community whereas of those who lived in a community of 50,000 or more, only 10% would have preferred to live in a larger community. On the other hand, only 6% of those who lived in communities of 1000 or less would prefer to live in even smaller communities; and only 20% of those who lived in communities of 50,000 or more would prefer to live in smaller communities. The majority of cadets are content with the size of community in which their homes were located while there is a slight trend for those who live in small communities to prefer larger communities and those who live in larger communities to prefer smaller communities.

Eleven percent (11%) of the cadets reported agriculture as their communities' main source of income; 27% reported industry; 34% reported commercial enterprises; 9% military installations; and the remaining 17% reported a variety of sources including government, academic institutions and recreational services.

Thirty-five percent (35%) of the cadets indicated they would prefer to live in a section of the country other than the one in which their families now lived. Nineteen percent (19%) indicated they would prefer

to live in a smaller community. Of particular interest with respect to discontent with present home location is that the more communities in which the cadets' homes were located during the past four years, the greater was the proportion that was discontented. Thus, of 213 cadets who had lived in two or more communities, 99 were discontented. Of the 33 who had lived in four or more, 20 were discontented.

b. Community Facilities

The availability of community facilities is defined in terms of distance from such facilities. Use of facilities was obtained in terms of the number of times the cadets made use of or visited the various facilities during their senior year. The availability and use of facilities are presented in Table 1.

Table 1

Percent of Entrants to Class of 1968 Who Lived Within Two Miles of Selected Commercial Facilities (Availability) and Who Made Use of Same (Use)

Facility	Availability	Frequency of Use			
		Never	1 to 10	11 to 30	Over 30
1. Public Library	65%	3%	26%	31%	40%
2. Motion Picture Theatre	60%	3%	42%	41%	14%
3. Shopping Center	70%	1%	14%	26%	59%
4. Church (of one's affiliation)	75%	2%	10%	14%	74%
5. Playground	90%	38%	35%	14%	13%
6. Bowling Alley	61%	16%	57%	20%	7%
7. Department Store	43%	2%	32%	43%	23%
8. Hospital	43%	25%	68%	6%	1%
9. Public Park	46%	9%	52%	21%	18%
10. Public Swimming Pool	51%	35%	35%	14%	16%
11. Fishing Facilities	41%	45%	41%	8%	6%
12. Boating Facilities	24%	42%	45%	7%	6%
13. Golf Course	35%	47%	37%	9%	7%
14. Museum	14%	41%	57%	2%	--
15. Commercial Sports Arena	16%	17%	53%	17%	13%
16. Legitimate Theatre	16%	52%	46%	1%	1%
17. Concert Hall	11%	61%	38%	1%	--
18. College, University	20%	10%	79%	6%	5%
19. Zoo	5%	66%	33%	1%	--
20. Amusement Park	6%	44%	53%	2%	1%
21. Airport (Commercial)	5%	34%	61%	4%	1%
22. Ski Resort	1%	80%	16%	3%	1%

Relationships between questions on the availability of and frequency of use of various facilities such as a library and theatres showed a high positive relationship between availability of the facility as defined in Table 1 and the frequency that cadets made use of the facilities.

c. Living Space

Living space is here described in terms of the number of and types of rooms in the homes of the cadets.

Twelve percent (12%) of the cadets' homes had two bedrooms; 54% had three bedrooms; 25% had four bedrooms; and 9% five or more bedrooms. Forty-one percent (41%) had one bathroom or powder room; 45% had two; 10% had three; and 4%, four or more. Thirty-six percent (36%) had a den, 15% had a library; and 52% had a recreation or family room. Thirteen percent (13%) had a hobby room. Forty percent (40%) had one patio next to their home and 3% had two or more patios.

d. Home Facilities

The availability of opportunity to use different types of equipment is defined in terms of the number of those selected instruments, machines, and other materials that may be found in the cadet's home. The actual use of available equipment is reported in terms of the frequency with which the cadets made use of such facilities (Table 2).

Table 2

Availability in the Home and Use of Selected Machines, Instruments, etc. by Entrants to the Class of 1968

Equipment	Number in Home (in %) 1-3	4-7	8-10	Number of Times Used in Senior Year (in %) Never	1-10	11-30	30+
1. Automobile	99%	1%		5%	5%	4%	86%
2. Power Lawnmower	70%			19%	32%	26%	23%
3. Row Boat	14%			47%	45%	4%	4%
4. Motor Boat	16%			52%	38%	4%	6%
5. Golf Clubs	52%			52%	32%	9%	7%
6. Bicycles	83%			16%	57%	14%	13%
7. Ice Skates	57%			59%	31%	6%	4%
8. Water Skis	11%			62%	30%	4%	4%
9. Snow Shoes	19%			83%	13%	3%	1%
10. Swimming Pool	3%			10%	34%	25%	31%
11. Recorder (Tape or Disc)	40%			30%	46%	15%	9%
12. Camera	51%	48%		13%	58%	19%	10%
13. Firearm	37%	31%		36%	35%	13%	16%
14. Typewriter	90%			9%	25%	28%	38%
15. Binoculars	60%			32%	54%	10%	4%
16. Snow Removal Machines	3%			93%	6%	1%	---
17.aGarden, Vegetable	35%			39%	42%	13%	6%
bGarden, Flower	73%			Worked in a garden			
18.aPiano	40%						
bOrgan	7%						
cStringed Instrument	40%			49%	18%	7%	26%
dBrass Instrument	29%			Played a musical instrument.			
e Woodwind Instrument	25%						
19. Original Painting	31%			69%	22%	4%	5%
20. Microscope	55%			35%	53%	9%	3%
21. Telescope	22%			61%	34%	4%	1%
22. Electric Drill	63%			37%	48%	10%	5%
23. Electric Saw	40%			54%	36%	6%	4%
24. Soldering Tool	62%			48%	41%	7%	4%
25. Testing Meter	19%			65%	27%	4%	4%
26. Automatic Dishwasher	35%						
27. Automatic Washing Machine	84%						
28. Automatic Dryer (Clothes)	60%			No information on use obtained for questions 26-34.			
29. Automatic Garbage Disposal	30%						
30. Freezer (Food)	46%						
31. A Dog	45%						
32. A Cat	24%						
33. A Bird	14%						
34. Aquarium	17%						

As was the case with community facilities, the number of items available in the home, such as automobiles, golf clubs, books, paintings, magazines, etc., and the frequency with which such items were used by the cadets are highly correlated.

Because of the general availability of certain types of equipment and the relative frequency of their use, the cadets were asked to indicate how often in an average week they participated in the activities listed in Table 3.

Table 3

The Percent of Entrants to the Class of 1968 who Engaged in Popular Activities for Selected Numbers of Times in an Average Week During Their Senior Year in Secondary School

Activity	Number of Times Per Week (% of Cadets) Never or Rarely	1 to 2 Times	3 to 5 Times	5 or More Times
1. Watched television	17%	22%	32%	29%
2. Played Records	32%	30%	19%	19%
3. Read a book (not a text book)	10%	43%	25%	22%
4. Read a newspaper	---	5%	11%	84%
5. Read a magazine	2%	30%	36%	32%
6. Helped with housecleaning	20%	42%	26%	18%

Because of the considered importance of the kind of material read by the cadets, an intensive survey was conducted of both the availability in the home of various types of reading material as well as the frequency with which they were read (Table 4).

Table 4

Percent of Entrants to the Class of 1968 Reporting Selected Numbers of Various Types of Reading Material in the Home and the Frequency With Which They Read the Material

Type of Reading Material	No. in the Home 0-9	10-49	50+		Frequency with which Read Once a week or more	Once a Month or more but less than once a week	Less than once a month
1. Books, fiction	5%	51%	44%		41%	45%	14%
2. Books, non-fiction (history, geography, biography, etc.)	9%	61%	30%		32%	43%	25%
3. Books, technical	25%	65%	10%		42%	29%	29%
	No. in the Home 0	1	2	3+			
4. Newspapers, local daily	53%	47%	---	---	61%	6%	33%
5. Newspapers, weekly	56%	44%	---	---	14%	47%	39%
6. Newspapers, city daily	17%	83%	---	---	70%	8%	13%
7. Newspapers, city or national weekly	75%	25%	---	---	6%	34%	60%
8. Newspapers, Sunday edition	15%	85%	---	---	5%	84%	11%
9. Magazines, Picture (Life, Look, etc.)	17%	28%	28%	27%	30%	63%	7%
10. Magazines, News (Time, Newsweek, etc.)	33%	44%	17%	6%	21%	64%	15%
11. Magazines, Financial or Business (Forbes, Kiplinger, etc.)	71%	21%	8%	---	4%	31%	65%
12. Magazines, Hobby	61%	27%	12%	---	5%	32%	63%
13. Magazines, Literary (Harpers, America, etc.)	68%	24%	8%	---	4%	39%	57%
14. Magazines, Technical	68%	21%	11%	---	3%	31%	66%
15. Magazines, Romantic	70%	22%	8%	---	2%	13%	85%
16. Magazines, Sports	(Was not obtained)				13%	61%	26%

a. General

Twenty-eight percent (28%) of the cadets lived within a mile of the secondary school in which they were seniors; 50% lived between one and five miles from the secondary school; 12% from five to ten miles; and 10% more than ten miles from their school. Only 13% attended boarding schools. Twenty-three percent (23%) walked to school; 23% went by private car (as a passenger); another 23% went by school bus; 20% drove their own cars and 8% went by way of public transportation. Even so, eighty-four percent (84%) saw an advantage to living within walking distance of their secondary school.

With respect to the cadets' attitudes toward their secondary schools, only 16% would have preferred to have attended a different school.

On the other hand, there is no relationship between distance of the cadets' secondary schools from their homes and preference to attend a different secondary school. Nor is there any significant relationship between the distance of the cadets' secondary schools and the homes and whether or not the cadets saw any advantage to living within walking distance of their secondary schools.

Eighty percent (80%) attended secondary schools where the boy-girl ratio was about 50-50; 2% attended secondary schools where there were fewer girls than boys; 4% where there were fewer boys than girls; and 14% attended boys' schools. Seventy-seven percent (77%) reported the average size of a class between 20 and 40; 15% reported the average class size under 20; and 8% the average class size over 40. Thirty-eight percent (38%) reported that there were more girls than boys in the top ten graduates in their senior classes; 13% reported 5 boys and 5 girls and 34% reported there were more

boys than girls. The remaining 14% attended boys' schools. Nevertheless, forty-five percent (45%) thought that girls generally got higher grades in secondary school than did boys.

Whether or not the cadets thought girls generally got higher grades in secondary school than boys was highly related to the proportion of girls in their senior classes. Thus of the cadets who had been in all-male schools or in classes where the boys outnumber the girls, only 33% felt girls generally got higher grades. But where the number of boys and girls were about equal, 47% felt girls got higher grades and where the girls outnumbered the boys, 75% of the cadets thought girls got higher grades. As might be expected, cadets in whose high school graduating class the top ten graduates were more girls than boys, also thought girls got higher grades than boys.

Seventy-one percent (71%) reported they were required to write from one to three term papers during their senior year; 18% from four to six term papers; 6% seven or more; and 5% reported none was required. Two percent (2%) reported no books other than the text books were required reading in their senior year; 10% one to three books; 25% four to six books; 27% from seven to ten books; and 36% more than ten books.

Of those who attended schools where there were both male and female teachers (688), 37% said their male teachers were better than the female; 3% said their female teachers were better; and 60% said they were about the same. Thirty percent (30%) said male teachers were the harder markers; 20% said female teachers were the harder markers; and 50% said they were the same.

Similarly, there was a positive relationship between responses to the question, "Were your male teachers better than your female teachers?", and the male-female teacher ratio. As the proportion of men to women

teachers decreased, the proportion of cadets who thought their male teachers were superior to the female teachers decreased. In response to the question, "Which were the harder markers, men or women?", female teachers were given the nod over male teachers by better than 2 to 1; but where the number was disproportionate; i.e., either more male or more female teachers, the difference, although still in favor of female teachers, was not more than a 30% advantage.

b. School Facilities

School facilities and the percent of cadets who reported their availability in secondary school are listed as follows:

Facility	Percent "Yes"
1. Physics Lab	96%
2. Chemistry Lab	99%
3. Observatory, Astronomy	6%
4. Farm	15%
5. Machine or Automotive Repair Shop	58%
6. Electronics Shop (Radio, TV, etc.)	37%
7. Auditorium	91%
8. Radio Station	17%
9. Swimming Pool	24%
10. Library	99.5%
11. Cafeteria	95%
12. Counselor Service	99%

c. Co-curricular Activities

The percent of cadets reporting the availability of selected co-curricular activities is as follows:

Facility	Percent "Yes"
1. Road trips	73%
2. Choir or Choral Group	97%
3. Debating	71%
4. Dramatics	86%
5. Band	93%
6. Orchestra	67%
7. Football	93%
8. Baseball	89%
9. Basketball	99%
10. Swimming	41%
11. Tennis	69%
12. Golf	73%

In response to the question, "What were the two most popular sports in your secondary school?", 46% indicated football and 44% basketball. The next closest were baseball (3%) and track (2%). On the other hand, in response to the question, "What were the two sports in which you were most interested?", the order and percent are as follows:

1. Football	28%
2. Basketball	20%
3. Track	14%
4. Baseball	10%
5. Wrestling	5%
6. Swimming	4%

7.	Cross Country	3%
8.	Tennis	3%
9.	Golf	3%
10.	Soccer	2%

The question, "In which two sports was your secondary school most successful in competition?" yielded the following results:

1.	Basketball	27%
2.	Football	26%
3.	Track	11%
4.	Baseball	10%
5.	Wrestling	6%
6.	Swimming	4%
7.	Cross Country	4%
8.	Tennis	2%
9.	Golf	2%
10.	Rifle	2%

The responses to the three questions on athletic activities in the secondary school illustrate to a remarkable degree the difference between the real and the phenomenal environment. Typically, an identification of the "popular" is assumed to be representative of the interests of those questioned. That the examinees make a sharp distinction between popularity of sports and personal interest is apparent. Although the cadets may be somewhat influenced by the opinion of the group, there is a limit.

On the other hand, there is some indication that the interest of the student influences his estimate of the degree to which his secondary school was most successful in competition unless, of course, success in competitive sports is a primary selection criterion for admission to the Academy. However, no definite conclusion can be drawn from the data until the

degree of relationship between responses to the questions has been determined.

HOME ENVIRONMENT

a. Family Structure

Thirty-two percent (32%) of the cadets had no brothers; 37% had one brother; 21% had two brothers; 7% had three; and 3% had four or more. Seventy-four percent (74%) had no brothers older than themselves (includes those who had no brothers); 22% had one older brother; and 4% had two or more older brothers.

Thirty-four percent (34%) of the cadets had no sisters; 39% had one sister; 19% had two sisters; 5% had three sisters, and 3% had four or more. Seventy-four percent (74%) had no older sisters (includes those with no sisters); 21% had one older sister; and 5% had two or more older sisters.

Only 6% were the only child. Of those who were not the only child, 18% were the younger(est) child; 49% were the older(est) child; and 27% were in between.

Seven percent (7%) reported that at least one relative (grandparent, uncle or aunt) lived in the same house as they. Three percent (3%) reported only two members in the household (including themselves); 16% reported three members; 29% reported four members; 26% five members; 16% reported six members; and 10% seven or more.

Thirty-nine percent (39%) of the cadets said they believed that members of large families (5 or more) got along better than members of small families (4 or less). This response pattern is highly correlated with the actual number in the household. Thus of those with six or more in the household (211), 58% believed members of large families got along better than members of small families whereas 68% of those from families

of 5 or less believed small families got along better. Although the cadets tended to go along with the size of their own families, those from large families seemed to be more discontent than those from small families.

Of the cadets who were only children, 81% believed smaller families got along better. Of the cadets who were the oldest child, 73% said smaller families got along better. Of the cadets who were the youngest in the family, 60% said smaller families got along better, whereas of those who were in between, 47% said smaller families got along better.

In response to the question, "Do you believe the youngest child gets more attention than the oldest?", 41% replied "yes." However, of those who actually were the youngest, only 32% replied "yes." And of those who were in between, 52% said "yes." Of the oldest children, 43% said "yes", and of the only children, 60% said "yes." It depends on one's vantage point, but the fewer members there were in the home, the more inclined they were to agree that the youngest child got more attention.

b. Educational Level of Parents

Twenty-nine percent (29%) reported that the male head of the household had some college but no degree; 22% reported the male head of the household had an undergraduate degree; 6% reported he had graduate work but no graduate degree; 14% that he had a graduate degree; 3% reported no male head of the household; and the remaining 20% either did not know whether the male head of the household had any college or that he in fact did not have any college work.

Thirty-two percent (32%) reported the female head of the household had some college but no degree; 20% that she had an undergraduate degree only; 5% that she had some graduate work but no graduate degree; 5% that she had a graduate degree; 4% reported no female head of the household, and 34% either did not know whether the female head of the household had any college or that she in fact did not have any college work.

c. Parental Interest in Applicant

The large majority of cadets (82%) thought family standards of discipline should be established primarily (not exclusively) by the father of the family.

A series of questions was asked relating to the degree of interest the cadets' mothers and fathers showed in three areas of achievement; academic, athletic, and social. Eighty-eight percent (88%) replied that their mothers showed greatest interest in their academic achievement; 52% indicated their mothers showed least interest in their athletic achievement and 48% least interested in their social achievement. On the other hand, 79% reported their fathers showed greatest interest in their academic achievement while 20% reported their fathers showed greatest interest in their athletic achievement. Eighty-two percent (82%) reported their fathers showed least interest in their social achievement and 16% least interest in their athletic achievement.

d. Avocations of Household Members

The proportion of cadets' household members who actively pursued various hobbies or avocations is as follows:

Avocations	Percent "Yes"
1. Technical (mechanical, electrical, etc.)	38%
2. Cultural (art, music, etc.)	64%
3. Athletic (sports, etc., active or spectator)	92%
4. Outdoors (hiking, hunting, fishing, etc.)	73%
5. Collecting (stamps, antiques, etc.)	57%
6. Animal Culture or Husbandry	13%
7. Horticulture (gardening, etc.)	61%

e. Applicants' time Away from Home

Only 4% of the cadets had been separated from their families for four months or more at one time during their four years in secondary school. Eighteen percent (18%) had been away for from 1 to 3 months at one time; 56% had been away from 1 to 4 weeks and 22% less than a week at a time.

f. Social Activities of the Fathers

The cadets were also asked to indicate which, if any, of selected clubs or organizations their fathers had been or were active members in during the past four years. The percent of cadets responding "yes" is as follows:

Organization	Percent "Yes"
1. Political	15%
2. Fraternal (Elks, Moose, Masons, etc.)	32%
3. Religious or Denominational	46%
4. Athletic	26%
5. Ethnic (pertaining to nationality or race)	2%
6. Professional	31%
7. Technical or Trade	14%
8. Employee Union or Association	22%
9. Social (Recreational or Cultural)	32%
10. Civic (welfare, parks, etc.)	21%

g. Relatives

Seven percent (7%) reported grandparents, or aunts or uncles lived in the same household; 21% reported they lived within a mile of a relative; 36% lived from one to fifty miles from a relative; 35% lived more than fifty miles from a relative; and 1% reported they had no such relatives alive.

To obtain some indication of the closeness of relationships, with blood relatives, the cadets were asked to indicate the frequency with which they visited selected relatives prior to coming to West Point (while they were in secondary school). The results are summarized as follows:

	Frequency of Visits % of Cadets						
	Daily	Weekly	Monthly	Bi-Monthly	Yearly	Never	Does not Apply
Grandparent(s)	9%	16%	19%	14%	24%	6%	12%
Aunt(s) or Uncle(s) or Cousins	4%	15%	24%	22%	26%	8%	1%

SOCIAL ENVIRONMENT

In this section, an attempt was made to determine the social opportunities available in the neighborhoods of the cadets in terms of (a) the number of peers of both sexes and other children living within a five-minute walk and (b) the availability of community social activities.

Only three percent (3%) indicated that no boys of their own age lived within a five-minute walk from their home; 20% reported one to four boys; 30% five to ten; and 47% more than ten. Five percent (5%) reported no girls of their own age lived within a five-minute walk from their homes; 28% reported one to four girls; 26% five to ten; and 41% ten or more. One percent (1%) reported no children under 10 years of age lived within a five-minute walk of their homes; 52% reported one to nineteen children; and 37% twenty or more.

Seventy-eight percent (78%) reported that community dances were available to boys of their age; 22% reported the availability of organized neighborhood football teams; 50% the availability of organized neighborhood basketball teams; 72% the availability of organized baseball teams; 58% the availability of hobby clubs; 68% the availability of outdoor groups;

and 94% the availability of religious or fraternal organized group activities other than those listed above.

With respect to dating habits during their senior year in high school, 62% reported they had a date at least once a week; 30% reported having dates once or twice a month and 8% reported having six or less dates during the year.

Finally, the cadets were asked to complete a series of questions about whom they went to for help or guidance when they were faced with various types of problems. They were given twelve alternatives as follows:

1. Not applicable; (never had the problem, DNA)
2. Father
3. Mother
4. Brother
5. Sister
6. Male friend
7. Girl friend
8. Relative
9. Clergyman
10. School Counselor
11. Teacher
12. Other

Responses to the fifteen problems presented which exceeded 10% are summarized in Table 5.

Table 5

The Preferences of Entrants to the Class of 1968 for Help With Selected Problems

Problem	Percent of Entrants Choosing Persons Indicated
1. With a mechanical device	Father 67%; Done Not Apply (DNA) 11%
2. With a radio or television set	Father 43%; DNA 36%
3. Building with wood	Father 45%; DNA 41%
4. Financial problem	Father 55%; Mother 21%; DNA 19%
5. Career choice	Father 39%; School Counselor 22%; Mother 10%; DNA 15%
6. Choosing a college	Father 37%; School Counselor 22%; Mother 11%; DNA 15%
7. Classwork in general	Teacher 52%; DNA 18%
8. A math problem	Teacher 41%; Father 21%; Male friend 19%; DNA 10%
9. Understanding a paragraph	Teacher 39%; Mother 21%; DNA 19%; Father 10%
10. Writing a letter or paper	Mother 34%; Teacher 29%; DNA 14%; Father 14%
11. Learning to dance	Girl friend 41%; DNA 22%; Sister 13%; Mother 10%
12. Making friends	DNA 60%; Male friend 15%; Mother 10%
13. Getting along with a particular person	DNA 36%; Mother 24%; Male friend 11%
14. With a personal enemy	DNA 58%; Male friend 15%
15. With a moral problem	DNA 33%; Clergyman 20%; Mother 17%; Father 15%

SUMMARY

It must be obvious that this first report has very limited value. At best, its content is usable only when comparable information is available for some other group with which one wishes to make comparisons. Nevertheless, some general observations can be drawn. First of all, it is apparent that the typical entrant to the Class of 1968 comes from a family of comfortable means; not wealthy but economically secure.

Secondly, with respect to specific available artifacts, such as books, cars, etc., there seems to be a high correlation between the availability of such items and the frequency with which they are used. On the other hand, as one goes from specific items to general facilities and opportunities, such as libraries, community teams, etc., the relationship between availability and utilization is less obvious.

Perhaps most interesting of all the findings reported are those in the last section on "from whom one seeks help with various kinds of problems." The number of cadets who responded "Does Not Apply" or "Never had the problem" to the problems presented was surprisingly large, particularly to those problems involving interpersonal relations (Table 5, items 12, 13, and 14). Either a large number of the best qualified applicants to West Point have reached a level of maturity enabling them to effectively cope with these most common of all problems, or they have never been faced with such problems. It is hoped that the subsequent analyses of the responses will shed additional light on the questions.

14. KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
Physical Environment						
Interests						
Freshmen						